

REPORT NO. 75:27

CHIMO - A Locally Developed Integrated Unit
on Inuvik

Mrs. Anne Young



REPORTS

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REPORT NO.: 75:27

TITLE: CHIMO - A Locally Developed Integrated
Unit on Inuvik

GRANT NO.: DG-100

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PROJECT DIRECTOR:
(if different
from author)

PROJECT SITE OR SAMPLE: seven teachers, one trustee
field trip to Inuvik

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TO: M. Soudack

FROM: Anne Young

DATE: November 17, 1975

RE: Report to E.R.I.B.C. project Chimo - a locally developed integrated unit on Inuvik.

In March of 1975 seven teachers and one trustee of School District #22 (Vernon) visited the communities of Inuvik, Aklavik and Tuktoyaktuk in the N.W.T.. The main purpose of this trip was to gather information in order to attempt to write an integrated unit on Inuvik as an urban center. Inuvik was chosen because of its unique cultural diversity, the adaptation to the environment and its importance in the future development in the Canadian North. The previously written Urbanization Unit on Vernon would be expanded as a comparison with Inuvik. The main objectives being:

- a. to what extent does the environment determine urban development?
- b. to what extent does culture affect urban growth within a specific environment.

We designed the Inuvik study as an integrated unit because we feel integrated learning is an approach which best reflects the natural, informal learning experiences which children have out of school, in which personal awareness of themselves, their surroundings and the inter-relationships of the two are developed. We feel that children learn best in situations where there are personal experiences and multi-sensory contact. An integrated learning situation-carefully planned and teacher directed allows for all aspects of the school program to blend into one experience. The basic essentials of an integrated program are, the child's involvement in first hand experiences, the receiving and interpreting of information from all fields of study, thought and media, the assimilation of the information and the creative response to the total experience.

The teachers involved met frequently to research and pre-plan the unit on Inuvik.

We followed this planning process:

1. list objectives and concepts
2. breakdown of objectives, concepts and projects into subject areas
3. explore resources (school, resource centre, community)

The pre-planning was done to ensure that all possible subject areas were covered during our visit.

Inuvik - Outline

I. Knowledge of the physical geography of

a. World Geography

- longitude
- latitude
- continents
- rotation
- poles

b. Canadian Arctic in general

- climate
- topography - perma frost
- vegetation (tundra, tree line)
- animal

c. Western Arctic

- climate
- topography - soil, delta, glaciation
- vegetation
- animal

II. The historical background

a. Eskimo

- origin
- life style (shelter, food, clothing, religion, communication, arts, transportation, recreation)

b. Indian

- origin
- life style (same)

c. White

- explorers
- Hudson Bay Company
- migration from the south
- religion

d. Aklavik

- location
- site
- reason for establishment
- site problems
- resulting solution

III. Inuvik as an urban center and its adaptations to its environment

- meaning of urbanization
- a pre-planned community

- specialized districts (residential, business, services, recreation)
- urban helpers
 - a. maintenance (roads etc.)
 - b. R.C.M.P.
 - c. health - medical services
 - d. education
 - e. recreation
 - f. religion
- transportation

IV. The affect of Inuvik as an urban center on its environment

- physical
- accessability from the south

V. The acculturation and assimilation of the Indian and Eskimo peoples and the problems resulting from it.

- life style (shelter, food, clothing, religion, communications, arts, transportation, recreation)

VI. Canada's role in Inuvik

- government financial aid
- government human resource aid
- native training programs
- resource development
- tourism

VII. The future?

- oil pipe line
- Mackenzie highway
- more government aid
- less government aid
- Provincial status

CONCEPTS

I. Basic Map reading skills

- a. directions
- b. symbols and legends
- c. scale
- d. contours (cross section)
- e. relief maps
- f. continents, oceans - global
- g. latitude, longitude - global
- h. charts and graphs

II. Climate

- a. Difference between weather and climate
 - temperature (instruments)
 - precipitation
 - wind
 - air and water currents
 - ice cap
 - rotation of earth (seasons)

III.. Topography

- a. Physical features
 - soil
 - delta (silt, river)
 - glaciation
 - perma frost
 - ice boils
- b. Geology
 - oil
 - natural gas
 - soap stone

IV. Vegetation

- a. taiga
- b. tundra (flowers, lichen, moss, etc.)
- c. vegetation in delta area
- d. tree line

V. Animal life

- native animals, birds, fish, insects

VI. Western Arctic - zero in on the above area as they affect Inuvik and the Delta area.

Subject Areas

Language Arts:

A. Reading

- reading comprehension stories with Arctic setting and characters (nonfiction and fiction)
- individual research projects
- study of Eskimo and Indian legends
- comparing and contrasting information from multi sources - critical reading
- poetry

B. Listening

- records, stories, interviews, tapes related to topic

C. Creative Writing

- dictionary of native vocabulary
- legends
- stories re adventures in Inuvik (past and present)
- poetry
- plays
- newspaper articles
- descriptive writing

D. Oral expression

- telling of legends and stories
- choral reading
- poetry

E. Language skills

- appropriate phonics skills for the grade level,
tied into subject areas

F. Spelling

- vocabulary related to the topic

Math:

- graphing, grids
- charts
- scale
- time
- problems (basic skills)
- money (barter and trade to Chargex)

Social Studies:

- A. Knowledge of Physical Geography
 - world geography
 - Canadian Arctic in general
 - Western Arctic
- B. Historical - see II of objectives
- C. Inuvik as an Urban Center - see III of objectives
- D. Acculturation and assimilation of Native peoples - see V of objectives
- E. Canada's role in Inuvik - see VI - omit resources
- F. Future - see VII - omit oil

Science:

- A. Knowledge of physical geography
 - climate
 - topography
 - vegetation
 - animal life
- B. Affect of Inuvik as an urban center on its environment
- C. Natural resources

Music:

- songs re topic (writing of)
- instruments (drums, native instruments)
- records, tapes of native music

Drama:

- drum dances
- story telling
- mime
- shadow plays (legends)
- simulation games

Arts:

- carvings (soapstone, wood, clay, plaster)
- puppets
- prints
- masks
- dolls (apple, mache, beads)
- projects made out of fur - feely, hairy things
- beadwork
- drawing
- weaving
- dying

P.E.

- balance games
- wrestling
- track and field skills
- group competition games (i.e. tug-of-war)
- single competition games (high kick)

After assembling the mass of materials gathered on the trip, (slides, tapes, Video tapes, readers, periodicals, picture sets, crafts, fur samples, hides, etc.) and re-writing the Unit outline

Anne Young and Liza Johnston taught the unit to two grade three classes at Harwood Elementary School. During the course of the unit we observed the following:

- a. a feeling of class unity
- b. students demonstrated a high interest due to the variety of media and experiences
- c. enrichment opportunities were easily developed
- d. students showed awareness and satisfaction in their own personal growth
- e. high vocabulary usage
- f. an understanding of the concepts taught as seen through opportunities for personal expression
- g. from our point of view we have found that the more involved we are in the planning, the more effective our program seems to be
- h. difficulty maintaining subject time allotment
- i. we lacked materials (on the Arctic) written at a high interest, low - vocabulary level
- j. one of our major problems was finding time for planning and organizing materials
- k. it would be extremely helpful to us if we had more formal training in curriculum development
- l. it has been invaluable to the program that we have worked in a team teaching situation which has enabled us to share ideas as well as the work load

We would like to extend our sincere appreciation to E.R.I.B.C. for the financial support given to our group.

The amount of time, effort and money spent by each person was substantial but all group members felt the whole experience (pre-planning, travelling, visitations, post-planning and initiating the unit in the classroom) was extremely worthwhile.

Sincerely,
Anne Young.

Date Due

JUN 26 '89

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AUTHOR

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